



Learn and Serve Idaho

GRANT PROPOSAL PACKET

Proposals are due to the Idaho State Department of Education
on or before 5:00 p.m. March 17, 2008

Applications received after that time will not be accepted or reviewed.
Faxed applications will not be accepted or reviewed.

Send the original and three (3)
unbound copies of the completed grant proposal to:

**Idaho State Department Of Education
Attention: Cheryl Kary
PO Box 83720
Boise, ID 83720-0027**

Proposal Deadline

March 17, 2008

Learn and Serve Idaho

****** Please read the entire packet before beginning your application ******

Idaho's State Department of Education is requesting proposals for participation in the *Learn and Serve Idaho* Project.

Learn and Serve Idaho provides young people with opportunities to serve Idaho by connecting community service with academic learning, personal growth, and civic responsibility. Grantees create new service learning programs, replicate existing models, and train staff, faculty, adult volunteers, and students in service learning. Participants are K-12, school-age youth.

Eligible applicants are Idaho K-12 schools of any grade span. Grantee schools must be committed to service learning as a teaching/learning strategy and as an integral component of education. Continuation of funding after year one will be based on the demonstrated progress toward achievement of project goals and the availability of Federal funds.

A. Overview

The vision of *Learn and Serve Idaho* is to assist schools in implementing site-based programs of service learning through policy, practice, and capacity building. *Learn and Serve Idaho* provides financial and technical assistance to schools as they develop and implement policies and supportive structures at all levels.

The overarching goals of this project are to:

- Increase the integration of quality service-learning practices in Idaho's K-12 schools;
- Develop appropriate models of service-learning for schools that are also aligned with state-mandated educational standards and benchmarks;
- Increase youth choice and leadership in school and community problem solving;
- Develop collaborative partnerships with the local community agencies to support high-quality, meaningful service experiences.

B. Program Elements

Learn and Serve Idaho engages students in structured, hands-on service projects that meet community needs and at the same time, helps participants develop personal, civic, and academic skills. Programs provide high quality service-learning opportunities for elementary and secondary school students. School-based service learning seeks to integrate a community service philosophy and activities into academic curricula. In school-based service learning, classroom studies complement community experiences and enable students to reflect upon and take action in addressing community needs.

Participating schools will:

- Implement service-learning through both policy and practice during and beyond the grant period;
- Identify a Service-Learning Coordinator for the school or project;
- Support the professional development of the Service-Learning Coordinator and teachers;
- Support a Youth Advisory Council (YAC) drawn from the student population with the purpose of providing authentic youth voice to service-learning efforts;
- Document the work to provide information and leadership to other schools and districts in the state and to the Corporation for National Service;

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C. Citizenship Education

The civic mission of Idaho's schools, as defined in **Idaho Code 33-1612. Thorough system of public schools**, requires that "The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized."

The state's framework for citizenship education draws upon the recent report published by the Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement (CIRCLE) and the six promising approaches to civic education:

1. Provide instruction in government, history, law, and democracy.
2. Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.
3. **Design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.**
4. Offer extracurricular activities that provide opportunity for young people to get involved in their schools or communities.
5. Encourage student participation in school governance.
6. Encourage students' participation in simulations of democratic processes and procedures.

D. Types of Service

Students work with the community to identify needs and determine appropriate service activities under the umbrella topic of civics. Projects address local needs in the areas of education, public safety, the environment, homeland security and other unmet human needs. Many projects include partnerships with schools, hospitals, nursing homes, community recreation centers, day care centers, parks, and human service agencies of all types. The intensity of service activities varies from a few hours per month to twenty hours per week.

E. Funding

Idaho's State Department of Education makes grants to local partnerships to operate service-learning programs in schools and communities. Projects range from 1 – 3 years in length and \$2,500 to \$10,000 depending on project scope. ***All grantees must provide dollar for dollar matching funds at 100% of the total program cost. Federal funds cannot be matched with federal funds.***

Grant funds may be used to:

- Develop and carry out service-learning projects within the United States;
- Train teachers to incorporate service-learning into curricula;
- Coordinate the work of adult volunteers in schools to support service-learning activities;
- Hire service-learning coordinators to help identify community partners and implement service-learning programs;
- Provide technical assistance for faculty training and program development, subgrantee meetings, program assessment and evaluation, and the development and dissemination of training materials.

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F. Eligible Applicants

Eligible applicants are Idaho K-12 schools of any grade span.

G. Responsibilities

Idaho's State Department of Education Responsibility: Perform outreach to potential applicants in the state, administer grant competitions, and oversee the *Learn and Serve Idaho* programs. Work with project sponsors to provide additional training and technical assistance for members. Provide training for supervisors and members through pre-service orientation, periodic site visits, regular phone and/or e-mail contact, and other scheduled events. Conduct Site Monitoring Visits to review the grantees' use of funds to achieve the goals and objectives specified in the project application and review sponsors' documentation.

Sponsoring Organization Responsibility:

Learn and Serve Idaho Principals and other Building Administrators agree to:

- Identify a Service-Learning Coordinator for the school. This person could be a current staff member, a new hire, or a contracted district employee;
- Support the professional development of the Service-Learning Coordinator and classroom teachers;
- Form an advisory committee to support the institutionalization of service-learning at the school through policy, practice and capacity building;
- Develop strategies to increase the scope of high quality service-learning throughout the school;
- Share challenges, strategies, and results;
- Contribute to "promising practices"; and
- Be informed vocal advocates in their communities and state for service-learning as an integral part of school improvement, helping students reach high standards, and developing civic responsibility.

Learn and Serve Idaho Service-Learning Coordinator agrees to:

- Attend two training events hosted by Idaho's State Department of Education to increase service-learning skills and knowledge;
 - ❖ One training event must be the **Serve Idaho!** Conference.
- Form and supervise a diverse group of students to serve as the school's Youth Advisory Council;
- Develop collaborative partnerships with local community agencies to support high quality, meaningful service experiences;
- Develop collaborative partnerships with local business to engender support of projects through cash and material donations;
- Organize and deliver staff development/training/information to strengthen service-learning teaching strategies that promote best practice and capacity building;
- Provide one-on-one coaching to teachers to assist with their development of high quality service-learning practices;
- Develop professional practices regarding coordination and implementation of high quality service-learning;
- Participate in evaluation procedures and site visits;
- Complete bi-annual progress reports; and

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- Be informed vocal advocates in their communities and respective districts for service-learning as an integral part of school improvement, helping students reach high standards, and developing civic responsibility.

Learn and Serve Idaho School-based Youth Advisory Council members agree to:

- Participate in training to build leadership skills and ways to develop partnerships with community agencies and businesses;
- Assist with service-learning project planning, promotion and donation solicitation;
- Provide youth perspective on challenges and issues that face their school and community, and participate in the evaluation of program methods and service-learning experiences.
- Be informed vocal advocates in their communities and school, helping peer students reach high standards, and developing civic responsibility.

H. Proposal Format and Instructions

It is recommended that proposals be drafted and submitted by a **team** consisting of the grant writer, school principal, designated Service-Learning Coordinator (if one has been selected), and district Superintendent. You may also wish to include letters of support from prospective advisory committee members, e.g. community leaders, teacher(s), parent(s), superintendent, school board member(s).

Be sure to include, in the order below, the following:

- ☐ Standard Transmittal Form: Complete the enclosed form on page 7. This will be the cover of your proposal.
- ☐ Service Experience Vision and Description: Typed, single-sided, double-spaced, with one-inch margins, using no smaller than 12 pt font with no more than 3 pages total. Follow the guidelines beginning on page 5 of this document.
- ☐ Service Experience Plan: Use the example on the last page of this document. Reproduce and include as many pages as necessary. Number them in order.
- ☐ Budget: Complete the *Budget Request Form* and *Matching Funds Form* including signatures of "authorized representative" (e.g. principal, superintendent, fiscal agent).
- ☐ Signed Assurances
- ☐ Principal's Letter of Commitment
- ☐ Attachments and/or Enclosures: Include all supporting materials including examples of a course description, assignments and requirements all related directly to *Learn and Serve Idaho*.

I. Deadline

Applications must be received by Idaho State Department of Education on **March 17, 2008 by 5:00 p.m.** Applications received after that time or faxed applications will not be accepted.

J. Submission

Please submit an **original** and **three (3) unbound copies** to:
Cheryl Kary
Learn and Serve Idaho, Program Coordinator
Idaho's State Department of Education
PO Box 83720
Boise, ID 83720-0027

Additional Information

Please contact:
Cheryl Kary
(208) 332-6913
cmkary@sde.idaho.gov

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K. Guidelines for Proposal Narrative

To plan well, people need a clear, shared vision of what they are aiming to accomplish.

Service Experience Vision and Description

In this area describe your service experience vision and description. Include the following nine sections in this description.

1. State in measurable and quantifiable terms this specific challenge the Learn and Serve project will address.
2. Describe a need or idea for a specific Learn and Serve project within your school and/or district.
3. Describe how classroom studies will complement community experiences.
4. Describe your school's level of commitment to service learning.
5. Describe how you will advance service learning in your school.
6. Describe how you will form and implement a Youth Advisory Council.
7. Describe qualifications and experience of the designated Service Learning Coordinator or teacher.
8. Describe how the school or district intends to achieve sustainability to continue the project when the Learn and Serve Idaho resources are removed.
9. Include a description of how you will evaluate the success of the project and measure the effectiveness and impact of the Learn and Serve Idaho funds upon your community.

Service Experience Plan

You are asked to complete and submit a Service Experience Plan for the *Learn and Serve Idaho* project, using the form on the last page of this document. Note: From *The Complete Guide to Service Learning* by Cathryn Berger Kaye, M.A., copyright © 2004. Free Spirit Publishing Inc., Minneapolis, MN; 866/703-7322; www.freespirit.com. This page may be photocopied or printed for individual, classroom, or small group work only. Since Free Spirit Publishing allows educators to adapt this form to their needs, it may have been modified from its original format and content.

The activities outlined in the *Learn and Serve Idaho* experience plan must fulfill the overarching goals of the project overview listed on page 1 of this document.

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L. Budget

- Complete the enclosed *Budget Request Form* including signature of “authorized representative” (e.g. principal, superintendent). Remember – documentation of 100% match of Total program cost is required in non-federal in-kind or cash contributions. **Provide detailed description including any calculations used.**

Please include the following in the budget request:

- ❖ *Travel for two training events; one event will be the **Serve Idaho!** Conference each spring, and the other a regional Youth Leadership Workshop.*
 - ❖ *Service-Learning Coordinator compensation (if any).*
- Complete the enclosed *Matching Funds Form* for each grant year. **Ability to match grant amount with 100% non-federal in-kind or cash contributions must be documented.**
 - ❖ See Appendix A – *Potential Matching Funds* and Appendix B – *Sample Matching Funds* at www.sde.idaho.gov/LearnAndServe for suggestions.
 - ❖ *Be sure to provide any calculations used.*
 - ❖ **Please contact Tina Naillon at the SDE, (208) 332-6904 to discuss any concerns regarding ability to meet match requirements.**

M. Submission

Please submit an **original** and **three (3) unbound copies** to:

Cheryl Kary
Learn and Serve Idaho, Program Coordinator
Idaho's State Department of Education
PO Box 83720
Boise, ID 83720-0027



Attention: Cheryl Kary, Program Coordinator

IDAHO'S STATE DEPARTMENT OF EDUCATION
P.O. BOX 83720
BOISE, IDAHO 83720-0027

GRANT APPLICATION COVER SHEET

DATE SUBMITTED:

OFFICE USE ONLY:

DATE RECEIVED BY STATE:

FORM NAME:

Learn and Serve Idaho Service Experience Grant Application

↑ ***Applicant Agency Name (School or Program)*** ↑

Service Learning Coordinator:

Name and title of person to be contacted regarding this form

Mailing Address:

Telephone:

Fax:

E-mail:

By my hand and with this seal, I hereby certify that the information contained in this grant application is accurate and true to the best of my knowledge and belief. I further certify that I was and am a full partner in the design and writing of this application.

Printed Name and Signature of School Principal

Date:

Idaho School District Name and Number

County

To the best of my knowledge and belief, all data in these forms are true and correct. Documentation in support of this application is on file and available for review. The School District Superintendent has duly authorized the application.

Printed Name and Signature of School Superintendent

***Date of School Board Approval of
Proposal***

N. Budget Request Form

Note: You may request funds from 1 – 3 years depending on project and as outlined in your narrative. Continuation of funding after year one will be based on the demonstrated progress toward achievement of project goals and the availability of Federal Funds. Progress will be determined through Bi-annual Progress Reports and Site Visits.

<u>School/Program Name and Complete Address:</u>	Grant Request	Grant Year:
	\$ _____ Completed by: _____	

Budget Item	Grant Funds Share	Grantee Share Other State, Local, or Private funds	Total Total program funding
A. Implementation, Expansion, Operation, and Replication of Service Learning Programs			
Salaries/ Service-Learning Coordinator Compensation			
Benefits			
Facilities			
Telephone			
Computer Usage			
Supplies			
Copies/Printing			
Postage/Shipping			
Other Services (Describe)			
Cash Contributions			
Other (specify)			
Adult Volunteer Programs			
B. Planning and Capacity Building			
Curriculum Development			
Project and Curriculum Supplies			
Evaluation/Research			
Travel to Grantee Meetings			
Other Travel <ul style="list-style-type: none"> Project Coordinator Travel Student Travel and Project Transportation 			
Training and Technical Assistance			
Other (specify)			
<u>Grand Totals</u>			

Name _____
 Title _____
 School/Program _____

Authorized signature of person responsible for
financial and reporting requirements of the grant

Date

O. Matching Funds Form: Use this form as a guide – add or subtract spaces as needed.

Budget Item	Source of funds and calculation of match	Dollar amount
A. Implementation, Expansion, Operation, and Replication of Service Learning Programs		\$
Salaries/ Service-Learning Coordinator Compensation		\$
Benefits		\$
Facilities		\$
Telephone		\$
Computer Usage		\$
Supplies		\$
Copies/Printing		\$
Postage/Shipping		\$
Other Services (Describe)		\$
Cash Contributions		\$
Other (specify)		\$
Adult Volunteer Programs		\$
B. Planning and Capacity Building		\$
Curriculum Development		\$
Project and Curriculum Supplies		\$
Evaluation/Research		\$
Travel to Grantee Meetings		\$
Other Travel <ul style="list-style-type: none"> Project Coordinator Travel Student Travel and Project Transportation 		\$
Training and Technical Assistance		\$
Other (specify)		\$
<u>Grand Totals</u>		\$

P. Statement of Assurances

The following provisions explain the organizational requirements that must be met to sponsor a *Learn and Serve Idaho* project: The potential sponsoring organization must:

- ❖ Be an Idaho School designated as non-profit by the Internal Revenue Service (IRS).
- ❖ Comply with applicable financial and fiscal requirements established by Idaho's State Department of Education.
- ❖ Ensure the *Learn and Serve Idaho* funds and ensuing staff will be used only for the purposes for which they are granted and their services will be used to supplement, not supplant, state and local funds or positions.
- ❖ Ensure funds shall be used only to supplement, not supplant, state and local public funds expended for services of the type assisted under this grant in the previous year.
- ❖ Ensure the *Learn and Serve Idaho* service-learning funds shall be matched in accordance with the budget description.
- ❖ Ensure funds shall not be used to purchase capital outlay items.
- ❖ Ensure funds shall not be used to replace expenditures for professional growth opportunities provided by the district.
- ❖ Ensure funds shall not be used to provide religious instruction, conduct worship services, or engage in any form of proselytizing.
- ❖ Ensure funds shall not be used to engage in any form of political activity.
- ❖ Have resources available for the *Service Learning* Coordinator to perform his or her tasks – that is, space, consumable supplies, telephone (including some long distance) fax, e-mail, internet access, computer and copying privileges, postage and related expenses, fees for background checks (if required by district).
- ❖ Agree to release the *Service Learning* Coordinator and participants to attend all trainings, meetings, and activities required.
- ❖ Be able to mobilize community, public, and private sector resources to achieve program and self-sufficiency goals and to encourage community service.
- ❖ Have an understanding of the concept of, and be committed to, promoting national service and *Learn and Serve America*.
- ❖ Have an understanding of the concept of, and be committed to, promoting the overarching goals of the *Learn and Serve Idaho*.
- ❖ Be experienced in the issues related to the beneficiaries of service and those being addressed by the proposed project.
- ❖ Have the capacity to build community partnerships and collaborative efforts in order to achieve service experience self-sufficiency.
- ❖ The applicant will successfully complete and submit in a timely manner all required reports to the grantor, Idaho's State Department of Education, as may be reasonably necessary to enable the grantor to perform its duties as expected by the funding agent.

Name of School or Program:	Date:
Printed Name and Title of Board Authorized Representative of the School/School District:	
Principal's Signature:	
Service Learning Coordinator Signature:	

Q. Establishing Curricular Connections: Points of Entry

1. Identify an existing program or activity to transform into authentic service learning.

- Identify an activity or project already existing on campus.
- Examine it for learning opportunities.
- Exchange resources and ideas with teachers, students, and community partners.

Example: Canned Food Drive

Before students began bringing in cans of food, teachers integrated meaningful academic activities related to the food drive in their class curriculum. Activities included studying nutrition, contacting the receiving agency to identify what foods were needed, visiting a food bank, encouraging student leadership in identifying the quality and kinds of foods to be provided (in partnership with the agency), having math students graph the food collected, reading books related to hunger and homelessness, and demonstrating to other schools how to connect the canned food drive to academics.

Bookshelf suggestions: *The Can-Do Thanksgiving*, *Soul Moon Soup*, and *The Other America*

2. Begin with standard curriculum, content, and skills, and find the natural extension into service.

- Identify the specific content and skill areas to be addressed.
- Select an area of emphasis that supports or adds to classroom learning and addresses learning objectives or state standards.
- Look for additional learning opportunities in other subject areas.

Example: Learning History through Discussion with Elder Partners

Teachers wanted students to be better informed about current events and to improve their listening and communication skills. This led to a partnership with a senior center and weekly interactions between students and older adults. Activities included studying recent historical events; learning about aging; practicing interviewing skills; interviewing older people to learn about their knowledge and experiences; collaborating on articles, stories, and photo essays; and displaying the results in the school and public library.

Bookshelf suggestions: *Stranger in the Mirror*, *Growing Older*, and *We Were There, Too! Young People in U.S. History*

3. From a theme or unit of study, identify content and skill connections.

- Begin with a broad theme or topic, often with obvious service implications.
- Identify specific content and skill areas.
- Select a service application.

Example: The Individual's Role in Society

As teachers identified ways for students to learn about the individual's role in society, they encouraged students to consider how they could participate in social action. Curriculum included reading nonfiction stories of contributions made by adults and young people to their

communities, researching the needs of local agencies, providing regular assistance to one of the agencies, and publishing an informative pamphlet on the agency for young people.

Bookshelf suggestions: *Sisters in Strength: American Women Who Made a difference*, *Generation Fix*, and *Free the children: A Young Man's Personal Crusade Against Child Labor*.

4. Start with a student-identified need.

- Identify student skills, talents, and interests.
- Students define a problem, a need, and solutions.
- Students lead implementation as teacher facilitates, adding learning opportunities.

Example: Transform an Empty Lot into a Community Garden

At the beginning of a class, a student initiated a conversation about starting a community garden in an empty lot near the school. The teacher guided the students in identifying a local government agency to contact about the property, conducting Internet research to find funding sources, partnering with special needs youth at the school to plant and maintain the garden, and donating the harvest to a local shelter.

Bookshelf suggestions: *Seedfolks*, *Just Kids: Visiting a Class for Children with Special Needs*, and *A Kid's Guide to Social Action*.

5. Start with a community-identified need.

- Community requests assistance, perhaps through an agency that has worked with the school before.
- Teacher, students, and community partners identify learning opportunities.

Example: Tutoring/Literacy

A school received a flyer inviting the students to participate in a city-wide book collection to benefit local youth service agencies and organizations. Teachers in several grades collaborated on cross-age projects in which older students helped younger children to write and illustrate bilingual books on mutually agreed-on themes. The books were donated to libraries, hospitals, and day-care facilities; and student representatives served on a city committee regarding literacy.

Bookshelf suggestions: *La Mariposa*, *Just Juice*, and *Thank You, Mr. Falker*

PLANNING FOR SERVICE LEARNING

Grade level: _____

SERVICE EXPERIENCE THEME:

CONTENT—LEARNING ABOUT:

SERVICE NEED:

SERVICE IDEA:

PREPARATION:

ACTION:

REFLECTION:

DEMONSTRATION:

TIMELINE:

CURRICULAR CONNECTIONS:

☐ *English/Language Arts:*

☐ *Social Studies/History:*

☐ *Mathematics:*

☐ *Science:*

☐ *Languages:*

☐ *Art and Music:*

☐ *Other:*

SKILL DEVELOPMENT:

BOOKS:

COMMUNITY CONTACTS

YOUTH VOICE and CHOICE:

NOTES: